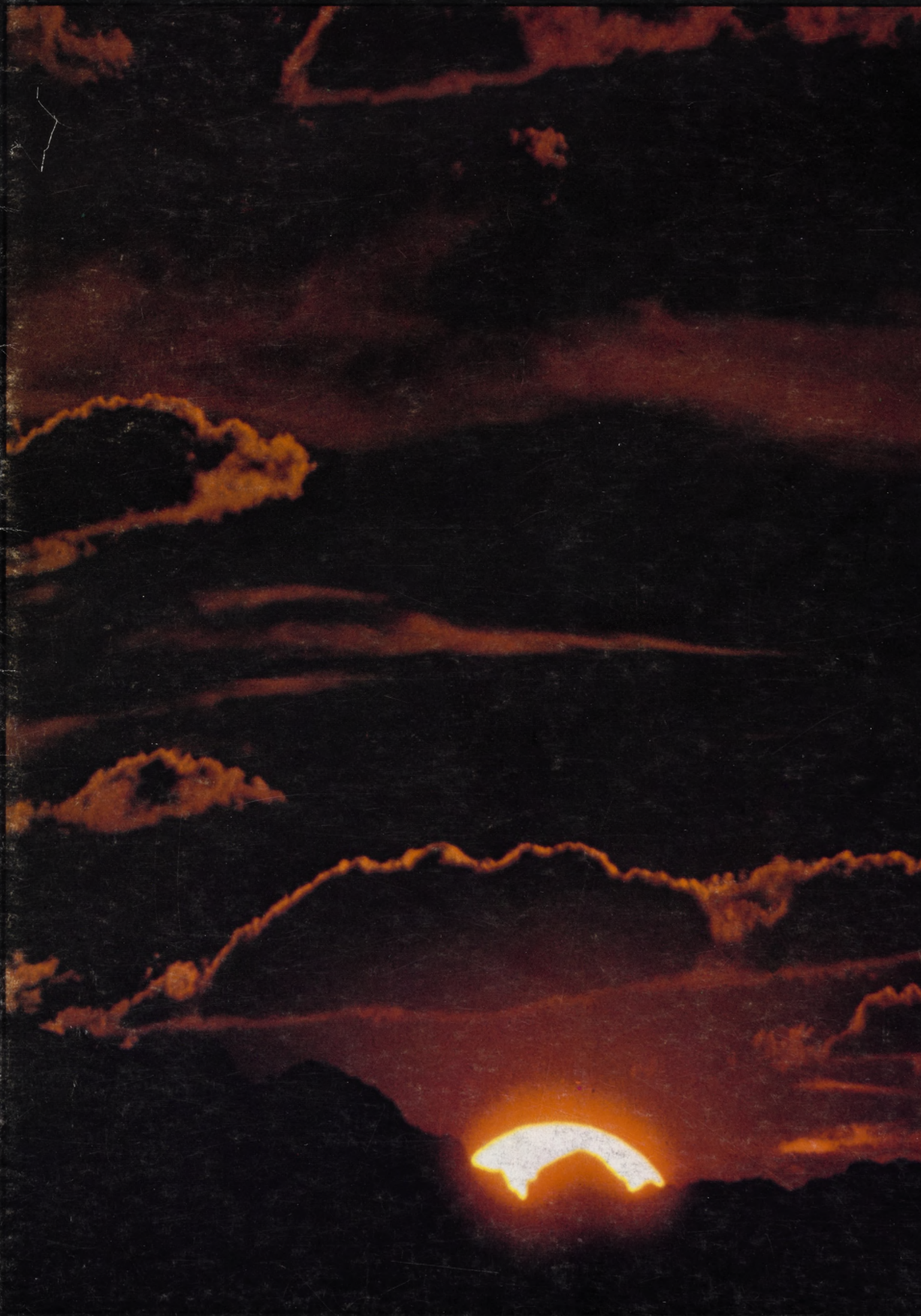


# **pioneer magazine**

SACRAMENTO CITY COLLEGE / SPRING 1970





"But today we stand knee deep in our own garbage on this neon-lit intersection of the world, waiting for the next bus to the moon. That sound in the background is not Muzak; it is the rising, angry clangor of empty rice bowls."

*Don Fabun*  
*The Dynamics of Change*





# pioneer magazine

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PIONEER Magazine is published each semester by journalism students of Sacramento City College, 3835 Freeport Blvd., Sacramento, California 95822. Los Rios Junior College District Superintendent Walter T. Coultas, Sacramento City College President Dr. Sam Kipp.





# ON CAMPUS

Contrary to the atmosphere of fall semester, the 1970 spring semester started with a calm that calmed all calms. The stormy discussions concerning a letter of alleged "deficiencies" sent to Steve Hansen, psychology instructor, had almost cleared the air.



Under fire but not fired: Steve Hansen.

With the beginning of the semester, there was the nucleus of an idea in the mind of Wendel Norris. Having been on several campuses inflicted with violence, he sought to form a committee which would by-pass the violence route and bring peaceful discussions among students, faculty, and administrators without outside interference.

With the forming of the committee, and students concerned over the dismissal of Steve Hansen, Dr. Ruth Heitfeld was making a final inventory of her belongings. She was retiring from the position of dean of administration after 23 years of service.

Persons who knew her, liked her. As to her feelings toward City College, "I know I'm going to miss the people because it's been a very friendly and pleasant association. I'll miss the faculty very much and the classified staff. And last, but certainly not least, I'll miss the students."

After Dr. Heitfeld had said her good-byes, and the honorary dinner eaten, Dr. Eugene Dyke from the summer session division was promoted into her vacated position.

At the same time, counselor William Mariano was promoted to the associate dean of student personnel position with the transferring of Jack Mauger to the new Cosumnes College.

With Mariano's promotion, he stressed "mutual respect" and "genuine concern" with students. Mariano is also the first minority administrator to be hired in the Los Rios Junior College District.

While the "big boys" were playing musical chairs, the Theatre Arts Department was busily preparing for their big performance for the spring semester. Chosen for lead roles in "Wonderful Town" were JoAnn Cladianos, Debi Meredith, and David Romano.

While persons were making plans for the play, faculty members were getting excited about going abroad for the summer. Dr. Mary Lally was engaged to lead a group to Oxford, while C. Winston Borgen, Dr. Connel Roberts, Erna Olsen, Gilbert Woody, and Fred Schmidt were enlisted to lead groups to other parts of the world.

During Feb. 24 to 27, persons converged on the City College campus to discuss the state of the wide-spread pollution in an Environmental Design-In. The Active Conservation Tactics (ACT) sponsored speakers such as Assemblyman Edwin Z'berg and faculty members Richard Haro and Al Gravit.

In the sports world, the tennis coach was worshipping the acquisition of the talented Bob Reynolds.

Even with sports taking up most of the students' time, there was still a lot of studying to be done. With the word study, there are books, and when there are books, there is the College Store. Students complain about the high prices, but to no avail. The high book prices seem to act like parasites, seeping out the last pennies of the students in return for an education.



The only persons who could possibly instigate any change in the bookstore were the student senators, but they were immeshed in a charge by MAYA representatives of unequal representation on the Executive Senate. An election was held to determine whether two seats should be opened, and as a result, Dana Hadley and Jim Garcia were appointed into the newly opened positions.



Instructor Robert Haro fights pollution.

The thrill of the year for the student leaders was the student government conference which took place on the City College campus on May 13 and 14.

Back to the sports scene, Hicks and Chris McMurray were resting their bone-wearied bodies after a successful season with the Panther basketball team. Their efforts were well spent, for they were named most valuable players of the 1969-70 basketball season. McMurray was the Panthers' highest point-maker and second in rebounding. Hicks received reverse honors.



Administrator Richard Gillies is served.

At the same time as the student government conference, 10 Pony Express staff members, journeyed to Fresno for their Annual state Junior College Journalism Conference.



Eight awards were won by the Pony Express staff in writing and photographic competitions.

With pollution the concern for all, discussions again took its place on the City College campus. ACT arranged a Smogless Wednesday for April 15. Participants in this event were urged to ride their bikes and wear gas masks and surgical masks to satirize the condition of the air.

Following Smogless Wednesday was a national Environmental Teach-In on April 22. This date was set aside to be used by all concerned persons to discuss the deterioration of the environment.

After this event, students faculty, and administrators were well versed on the dire problems of pollution, but the environment remained the same: polluted.

Racial issues again hit the news. Eight City College students brought a lawsuit against the Los Rios District, claiming discrimination in the hiring of minority administrators.



King Sr. calls for "brotherhood."

At the same time, the father of the great "black leader", Martin Luther King, Sr., spoke on campus. Dr. King's speech touched on the continuation of non-violence and brotherhood for all man-kind.

During this time, plans were being made for the highly looked-to annual Pioneer Week. Beards were being coaxed into growing and skirts being raised in preparation for the many and varied contests — including the popular mini-skirt contest.

In the midst of the flying mini-skirts, pretty Linda Jonason was quietly going about her own business, preparing her baton for the Miss Sacramento beauty contest. As events may have it, the judges chose Miss Jonason as the first runner-up in this photographers' dream of an event.

Aside from the Pioneer plans, Block "S" was making plans for its annual boxing show. Clubs on campus were urged to sponsor individual boxers, but the boxer who out-shone and out-everythinged all the other boxers was Larry "Flash" Morton.



14th boxing show drew crowd of 1500.

Another colorful figure in the boxing show was Jim "Blue Man" Hatfield. "Blue Man" obtained his name because of his colorful tattooed anatomy.

"Flash" was knocked-out in the first round and "Blue Man" lost in a decision to John Ming, a wrestler turned boxer.

The most important addition to City College during the entire academic year has been the acquisition of two stamp machines, carefully located in the College Center and the College Store.



The minority groups on campus began acquiring days to demonstrate their cultural heritage. MAYA planned a cultural week to parallel Pioneer Week from May 4 to 8; the Black Student Union claimed May 7 as Black Heritage Day; and ASIAN sought the days May 13, 14, and 15 for Asian cultural week.

The well-laid plans of the students were discarded with the onset of President Nixon's decision to enter into the dispute in Cambodia. To top off this move, four Kent State University students were killed on that Ohio campus.



Southeast Asia war brought out protest.

With the treat of violence in the air, Governor Reagan requested that California's four-year institutions be closed for four-days beginning May 7 with most of the institutions of higher learning closing for an extended week-end, junior colleges were also requested to be closed down.

The decision to shut the colleges met with student, faculty, and administrative opposition. People gathered in front of the school, carrying signs protesting U.S. interference in Asia and the closing of schools and called for peace.

These were the events taking place prior to the deadline which is ending this campus round-up. The rest is history.





## Somehow . . . they get to campus

Amidst the hustle and bustle of the awakening of the eight-to-five day, the students at Sacramento City College arrive on campus by various modes of transportation.

Today, as in past semesters, all one could see every morning were lines and lines of automobiles flowing into the parking lot and various other available spaces around the campus seeking out the best spots to park. Parking in the vicinity of William Land Park results in a small hike to the campus when students must get to classes on time. This acute parking problem has encouraged many students to resort to other means of travel.

The famous "cross town loop" bus lines provide many a student, loaded down with books, a lift to school each morning, thus avoiding the confusion of looking for a parking place in a hurry.

Some students have even left behind the four-wheeled machine and arrive by way of the two-wheeled vehicle known as the motorcycle. Construction crews have erected areas on campus so that these streamlined steeds can be easily parked for the day.

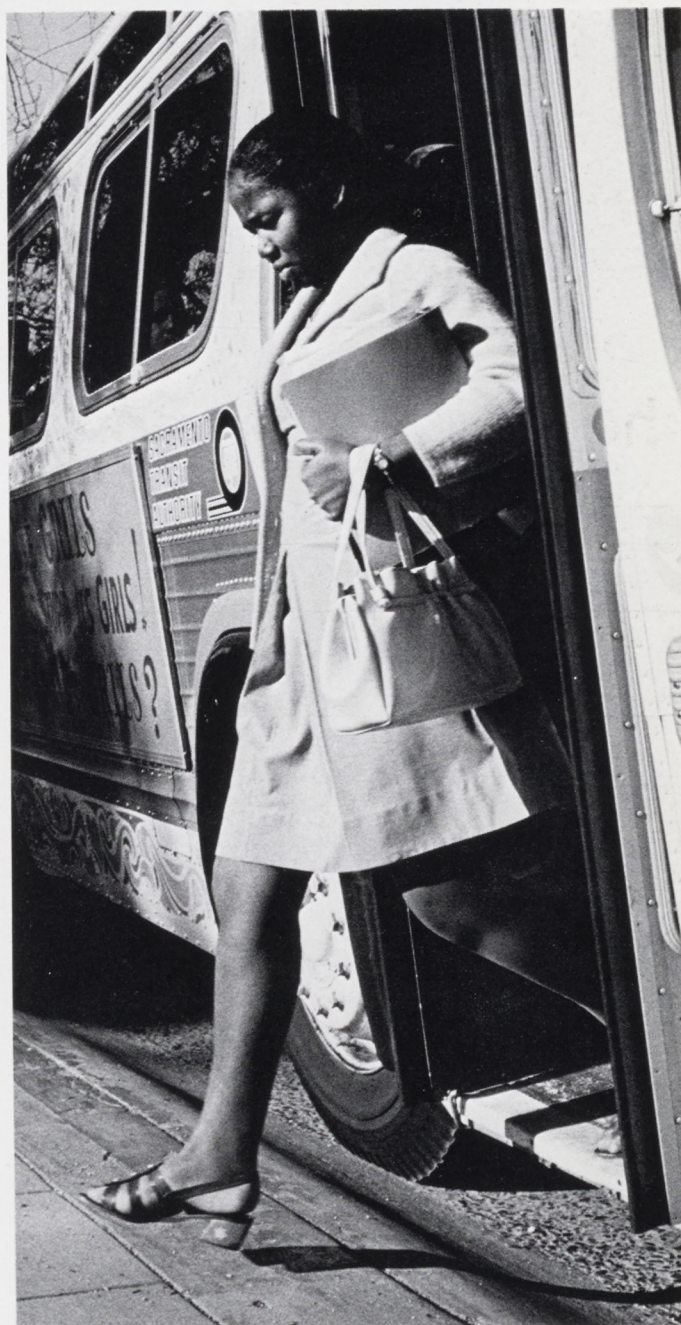
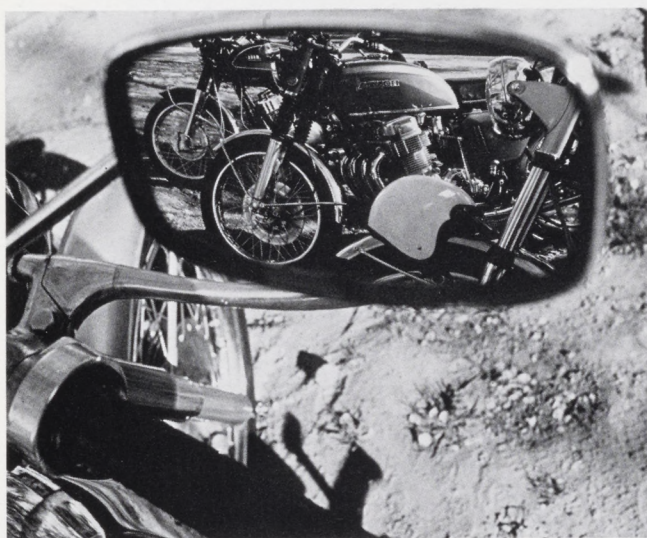
Also, because of convenience evolving around the concerns for pollution, the problem of an over-crowded parking lot, and the financial status of many students, we find today, more than ever, young people embarking, via bicycle, on each new day, with red noses and numb fingers from their ride to school through the brisk morning air.

Hitch-hiking has proved successful in helping some traveling students getting to school on time. Even girls have used a thumb to get to campus.

Story by Sue Doglietto  
Photos by Gary Fong









**Is the  
college  
lecture dead...**





## Interviews by Sue Doglietto

Story by  
Michael McDonnell

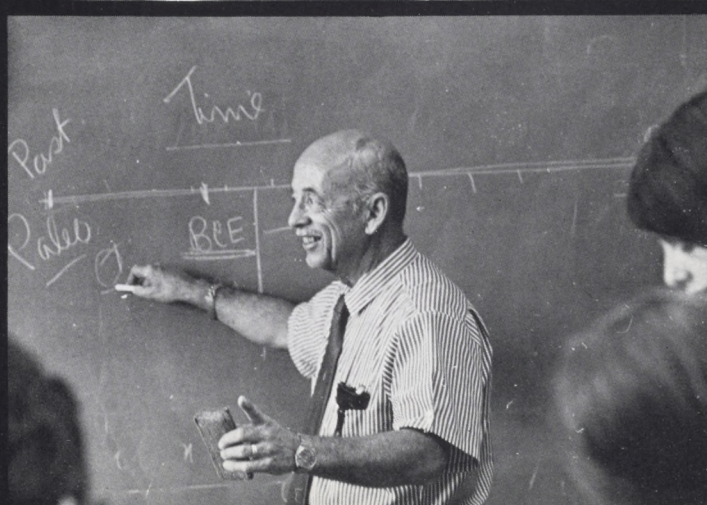
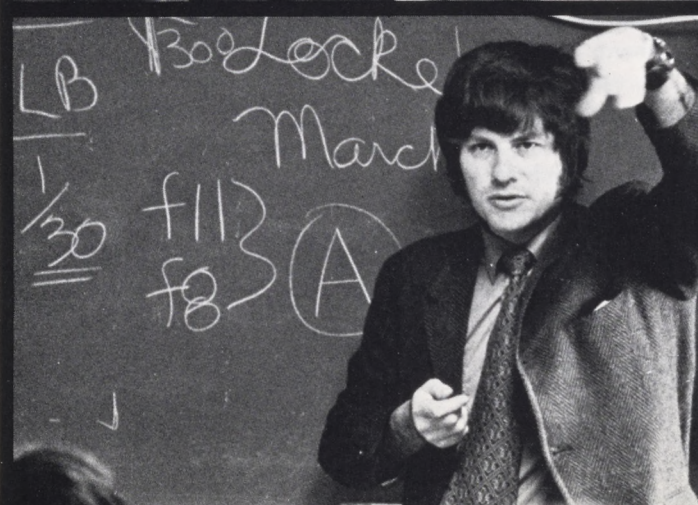
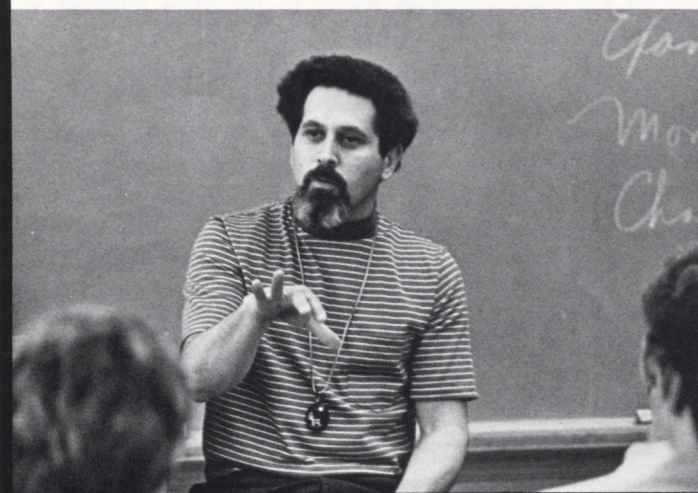
These days, the nation's young seem to be rebelling against most of the long established customs and procedures that are a part of today's society. In education, for instance, students are especially resentful of the dull, drab, and institutionalized classrooms, of the often out-dated and irrelevant subject matter, and of dull and boring college lectures.

Under the pressure of a rising tide of criticisms, many instructors are adopting new and sometimes extremely unconventional teaching techniques. They are discovering new and different methods to "relate" their subject matter to their students. Among these new techniques would probably be listed the group rap sessions, sensitivity experiments, discussion panels, field trips, debate and opinion sessions, and a number of other methods

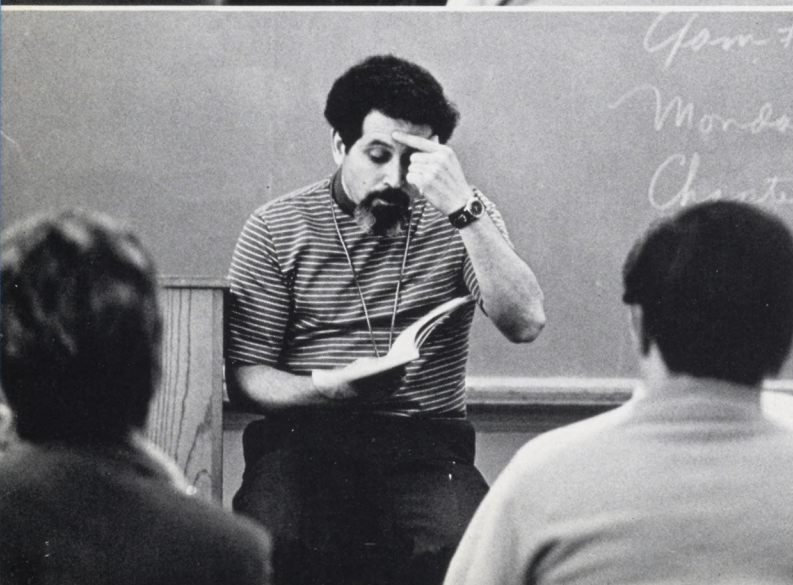
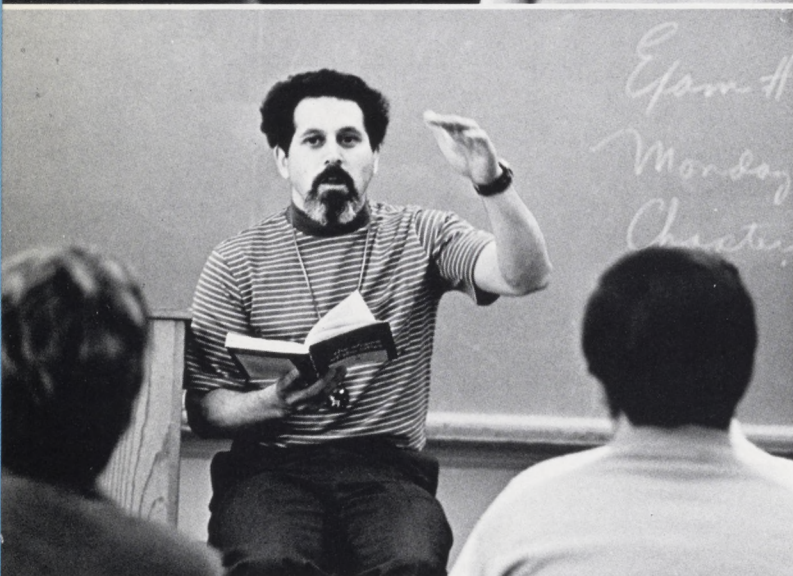
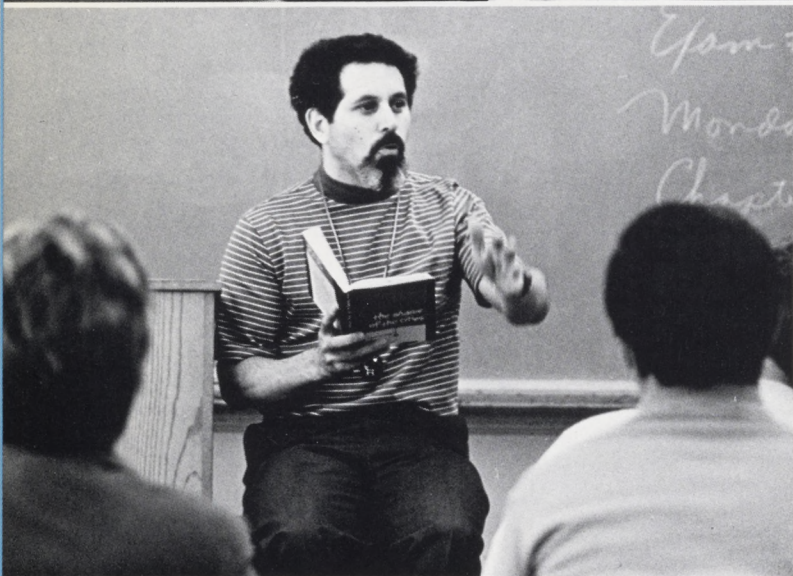
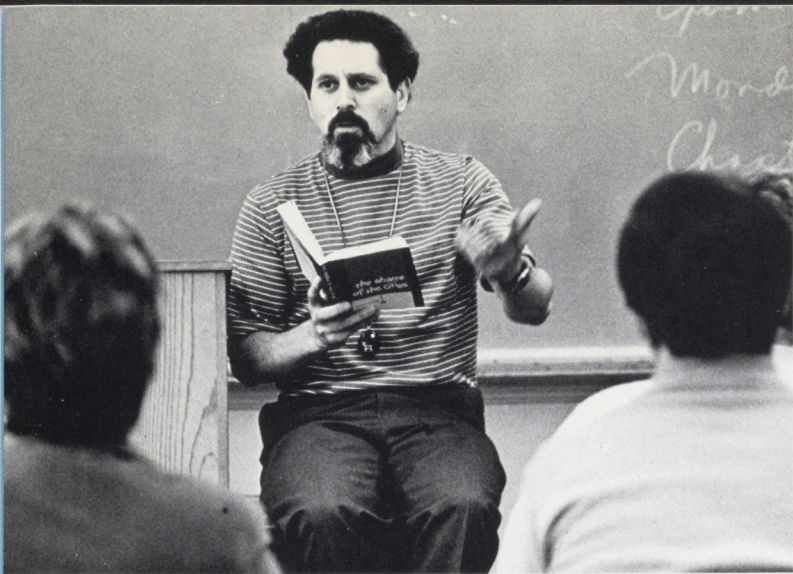
designed to bring about more inter-reaction between the students and the instructor.

If there is, indeed, a change in the instructor's attitude towards the presentation of the subject matter, then, perhaps, this question should be asked — "Is the college lecture dead?"

This is exactly the question that was posed to four City College instructors who use the lecture method to present their subjects and have, apparently, been fairly successful. These instructors are: Robert Bester, a humanities instructor (now transferred to the new Cosumnes River College); George "Dick" Fleming, a photography instructor now teaching his first year at City College; Dr. Bev Peairs, a well-versed and much traveled instructor in the history of art; and Bob Abrams, a bearded, beaded, and very interesting history instructor.







Photos by Gary Fong

Robert Abrams is one who "believes in the socratic method," and likes to fire questions at his students.

By using this method, he says, "The teacher can raise questions in his class for further discussion and analysis. There the teacher is a resource person. Teachers need to serve as inquiry resource persons."

Abrams uses between one-half and one-third of his class time in "formal" lecturing. "They are structured," he commented, "but with definite flexibility."

The question period which Abrams allows after his lectures is a "learning experience for the instructor and student. If the

*"A teacher has to 'act' on  
occasion - and care always."*

student or instructor feels that he doesn't need to learn anymore — then trouble comes."

Handouts, records, tapes, panel discussions and music are several of the methods which Abrams uses to get his material to the students while trying to get them involved in the material.

By requesting that they get involved, Abrams tries to draw his students into the discussions. He also tries "pleading" and if that doesn't work, then "begging." "I can lie to them in order to get them angry enough to react to questions raised in class."

In an age when most of the college population has been raised with color or black and white televisions, students "become used to television as a media for indoctrination and/or education," says Abrams. Students come to a classroom and desire more than dry, dull lectures."

"We can't really give them a show, but we can provide them with an exciting, relevant education and outlook on life. A teacher has to 'act' on occasion — and care always."

Commenting on the past ten years of the college lecture, Abrams said that he hoped that there had been an improvement.

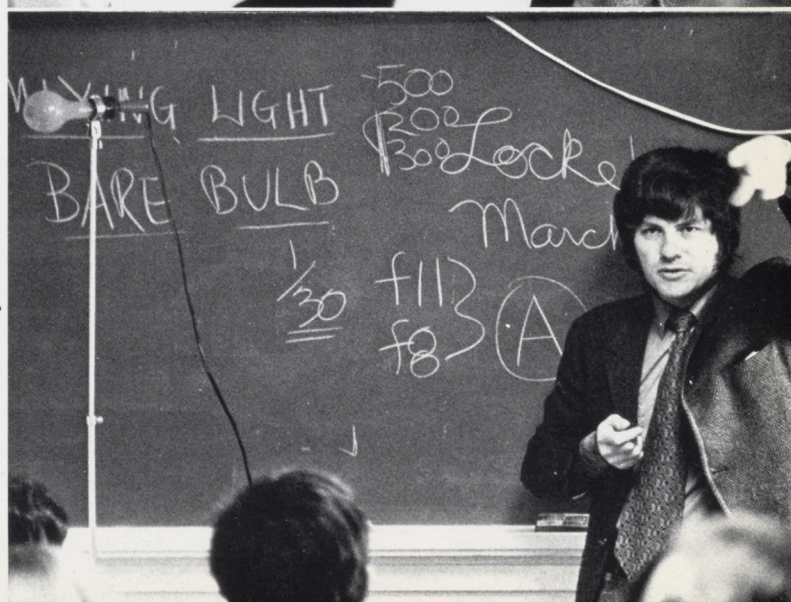
On the future of the lecture, however, Abrams says that there will be a need for teachers to learn how to "teach with meaning, inquiry, and direction. We soon have got to worry about viable teaching patterns for the 21st century."

One of the developments which he does not foresee is the substitution of teachers by machines. "They perhaps can be augmented by such machines, but they won't and shouldn't — be replaced by them."



Fleming incorporates slide shows, demonstrations, and humor into his lesson plans and classroom presentations. In this way, he is putting on a show. He is giving a performance

In venturing a prediction for the future, Fleming theorized that teachers will be using more "audio-visual effects to illustrate their lectures." He further stated that he feels that the lecturers of tomorrow will attempt to hold their audience's attention with "very well organized sound and slide lectures."



11



***"Students of today are demanding good instructors and better presentation--you can't fool the students."***

"The lecture is a planned verbal communication for the form of instruction," is the way in which art history instructor Dr. Bev Peairs defines the lecture. "It is not dead by any means," he claims.

Dr. Peairs would modify the size of the group and modify the technique. "One cannot lecture to 400 the same way as 50. Today, it is still an effective means of communication in the learning area."

Dr. Peairs, who spends over half his class time in formal lecture, centers his lectures mainly around the experiences he has had in his field. As he states it, "My lectures in class are based upon my experience in my field, the places I have been, and upon field research." He indicated that he shares these things with the students because he feels they might help make the subject more interesting and pertinent for the student. "I don't care how well versed you are in your field, you have to keep bringing your lectures up to date."

He claimed that many of his students were lecture orientated. He explained that he makes surveys of his classes and has found that "on the whole, students prefer to listen, to be lectured." He continued, "They want to rap, but they can't effectively rap unless they have learned something first about the subject. They don't want lectures exclusively though, but good audio-visual type things can be used effectively to get the students going."

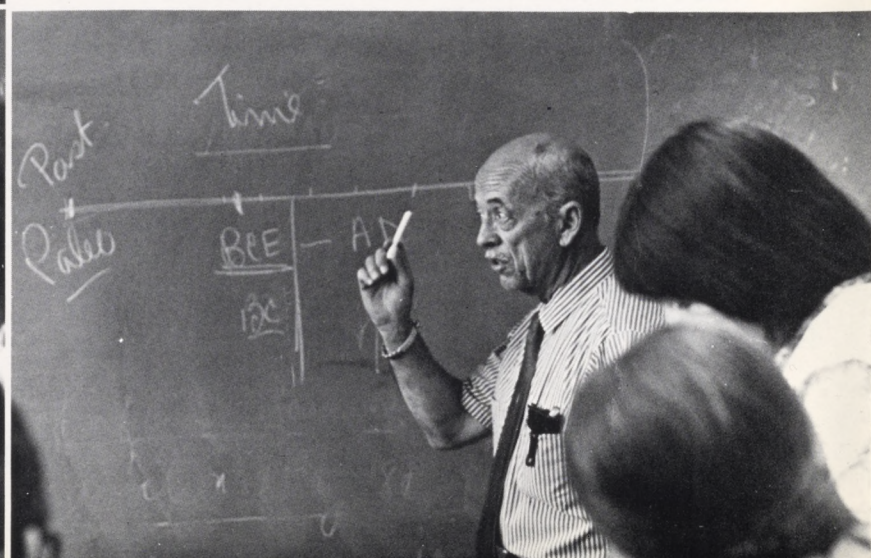
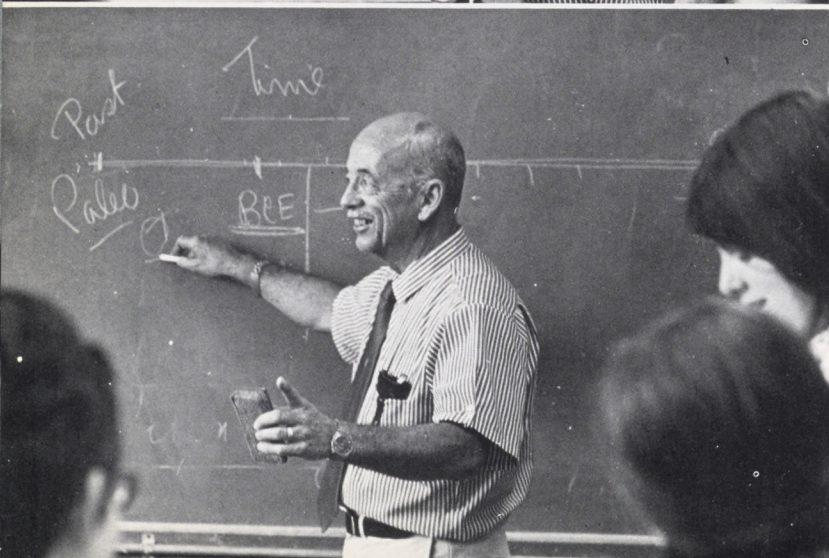
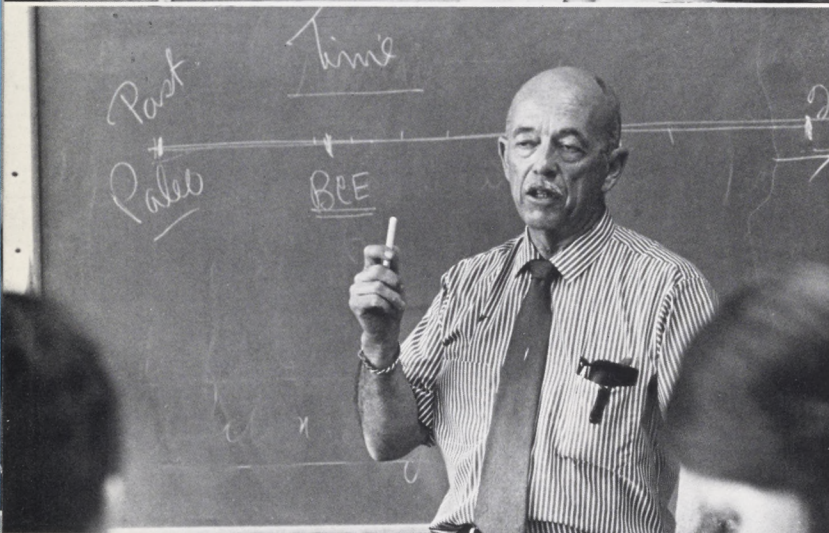
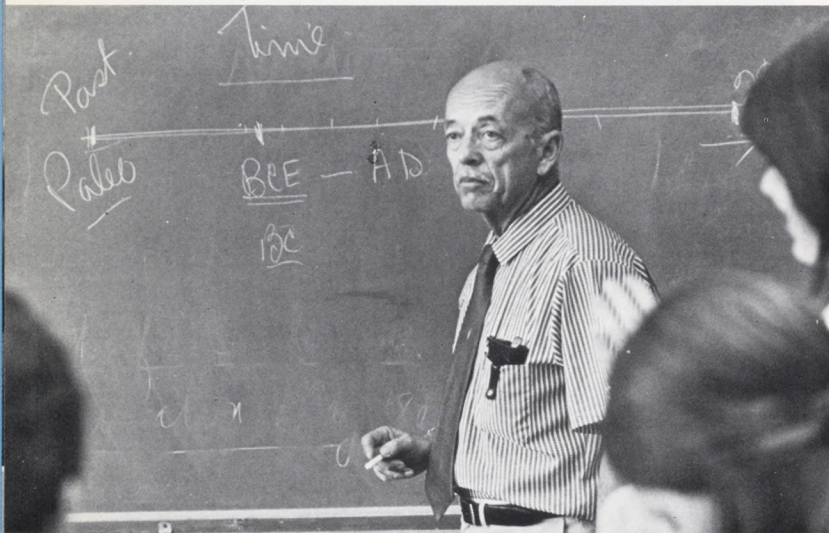
Commenting on television and its effects on students, Dr. Peairs said, "I have seen many a good documentary show on television, but there is not passivity in the classroom." He said of students, "Some students are very responsive, but they will be responsive anywhere. Some students are very much afraid to say anything in class. Every student must learn to make a stand in life, to say what he believes in."

Dr. Peairs said of the quality of educators at City College, "This school has far finer instructors than any other junior college in the state, or out of this state, for that matter." He indicated that among the lecturers that he had had an opportunity to hear, that Fred Schmid, Max Burnoff, Bob Bester, Bob Abrams, and Phil Onstott were very capable instructors.

He indicated that he felt that the lecture has improved over what it was in the past. "Students of today are demanding more instructors, good instructors, and better presentation — you can't fool the students."

He went on: "Lecturing has gone beyond the very textbook type reading. The instructor himself, must constantly be learning and be a student in a way himself . . . building his mind to meet the demands of the minds of his students."

Photos by Frank Okita





Humanities instructor Robert Bester is another instructor who feels that the college lecture is alive and flourishing. Bester, who has now transferred to Cosumnes River College, became somewhat of a campus celebrity because of the dynamic and challenging manner in which he presented his subject in his classes.

He said of his presentation of subject matter in the classroom, "I consider it salesmanship, as a part of selling any product. We all respond to a product by its packaging. Salesmanship is a part of good teaching."

Bester indicated that he felt that whether or not students become lecture-orientated depends primarily on the instructor. Of this he said, "Of course, a lecturer can be student orientated for he is a teacher and although a teacher could be otherwise, he should not be." He explained, "Any good teacher, be he lecturer or not, thinks first of his students in his priorities and second of his subject matter. His subject matter, hopefully, becomes a means by which students may become more fully complete as human beings."

Today's students are largely a generation of television watchers and some critics of television have declared this as a cause of student passivity in the classroom. On this, Bester reflected, "Obviously students are a generation of TV watchers, which generational interest I share." "This interest, however," he emphasized, "need indicate in no way passivity. I can remember my generation as being excessively passive in the classroom without TV indoctrination."

He believes that students become very much involved in their classrooms. He indicated that he tries to encourage students to become involved in the subject matter by "confronting honestly, various approaches of evaluation to traditional norms, mores, and values."

He clarified further: "I upset them. I make them think. I don't want them to parrot, to merely memorize and/or vomit

**"Any good teacher thinks first of his student and second of his subject matter."**

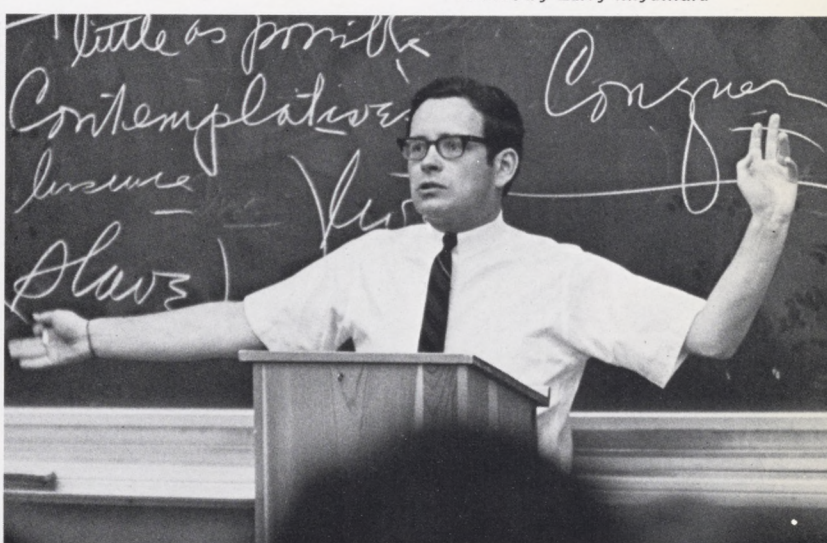
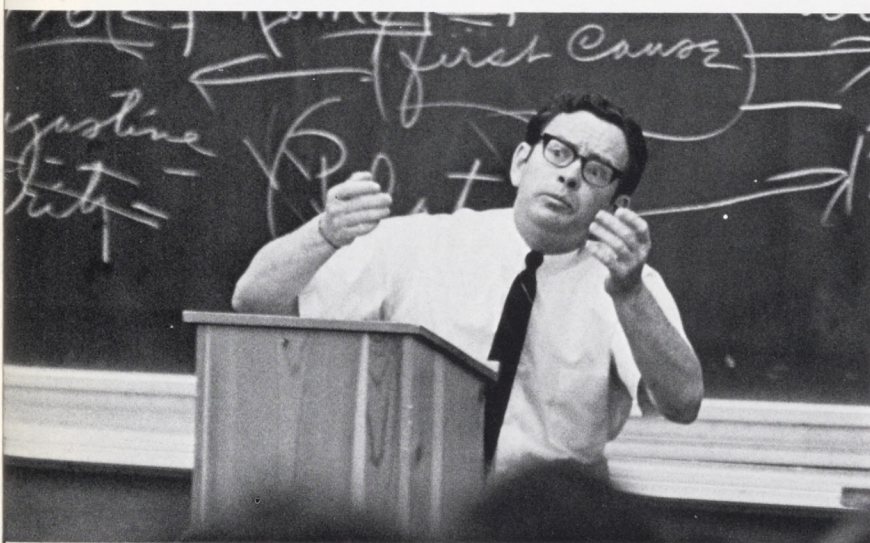
answers. I treat them as human beings, who are capable of decision making."

He indicated his intolerance for irrelevant lectures and stiff, boring lecturers while discussing the type of lecture he was confronted with in college. He stated, "Had I my way, I would have fired almost every lecturer whom I had to hear. I would respond in this manner because almost every lecture class which I attended was canned, absolute, and unrelenting in its groaning quality."

Bester feels that no class is really unstructured, and said of his own class and lecture structure, "I'm highly structured in my lectures, but it's a structure that might be somewhat subtle for, using only a brief outline to guide myself, I, of necessity, must become anecdotal, somewhat tangential, and far-less canned." He emphasized, "I can in no way commit to an absolute adherence of my outline; neither am I devoted to covering every item as planned."

He said of class structure and of teaching, "I can't really, with my Aristotilian background, imagine my class being totally unstructured, since every class has a goal, if not an absolute means to achieve it. Structure is therefore implied. As St. Gregory tells us, 'That which is implied has been revealed.' Therefore, since a class implies that some learning is to happen, then some structure, albeit subtle or otherwise, becomes inherent in the assumption."

Photos by Larry Miyamura





# Pioneer Week--the week

By Barry Cassidy

The first week of May has always been a big event at Sacramento City College, but this year it had a special significance.

It was Pioneer Week. Usually, this means wild west clothes, mini-skirt contests, beard growing, flapjack feeds, and a whole catalog of adolescent ribald events.

The week gained in importance this year when Mexican-American Week and Black Heritage Day were added to the agenda.

Then it happened!

College campuses began to boil with student reaction to President Nixon's ordered invasion of North Vietnamese sanctuaries in Cambodia by American troops.

In Ohio, while protesting against the ROTC program on the Kent State College campus, four young people were killed by bullets during a tragic confrontation with the National Guard.

Aroused by these developments, campuses across the nation exploded into a week of protest. City College followed suit with demonstrations and a strike of its own.

Governor Ronald Reagan, reacting quickly to possible campus violence, closed all state colleges and universities and recommended the same action for all community colleges.

With this and a recommendation for closure from Dr. Sydney Brossman, community college chancellor, Walter Coultas, Los Rios District Superintendent, closed both American River College and Sacramento City College.

This cancelled Pioneer Week. This Cancelled Mexican-American Week. This cancelled Black Heritage Day.

Many students stayed home after the campus was closed. Those students that did come, were on campus, primarily for these reasons: 1. They did not know that school had been cancelled. 2. They came to participate in the strike rally and



Photo by Ron Edmonds





Photo by Ron Edmonds

# ...that wasn't!

picketing in front of the school on Freeport Blvd. 3. They came to classes, campus closure or not — the aeronautics department and a few other groups decided to hold classes anyway.

The Friday following the closure of City College campus, hundreds of City College students joined with students of the other colleges in the area to participate in a march and mass demonstration at the State Capitol.

When classes resumed on the following Monday, everything seemed political. Although most classes were held, dozens of informal rap sessions were being conducted almost every place on campus. There was a campus liberation movement underway to consider "relevant" world problems in lieu of regular classes. The matter came to a head with the staging of a student-faculty poll to indicate opinions on the war in South-east Asia and whether the college should be "open for business as usual" or open for special instructional classes on subjects pertinent to more pressing problems.




Photo by Gary Fong



Photo by Bill Walter





# A new awareness: students counsel students

A channel of communication has been created between Sacramento City College and the community with the development of the College Awareness Program.

The one unique aspect of this program, which sets it apart from all other college communicative systems, is that the College Awareness Program is manned by student counselors.

The student counselors act in the same capacity as the professional counselors, but because the College Awareness Program is funded through the community, the program is able to approach more and different problems as opposed to the professional counselors at City College.

Though the Awareness Program and the counseling offices in the main administration building are two separate entities, the two act compositely to gain the same goal; helping students go through college.

Among the many services that the College Awareness Program offers the student are financial, housing, job, draft, and college information. Not to be forgotten is the 24 hours a day of personal service the student counselors are able to give persons who seek their help.

Many times, students who have problems are unable to approach the professional counselors because of the age difference. Some students feel that they are able only to communicate with those of the same age level. With this in mind, the student counselors are able to communicate to those students who feel that their communicative ability with adult counselors is limited.

With an emphasis on personal counseling, the Awareness Program has had many incidences in which they have helped save the future of students.

A case in point involved a high school student. In this particular case, the boy's counselor had told him that he was low in his mental abilities and had persuaded the boy that he would be unable to make it through a place of higher learning.

Hearing about the services of College Awareness, the boy's father brought his son for an interview. In the course of that interview, it was discovered that the boy was not low in





Photos by Gary Fong

Story by Maxine Yee

mentality, but that he had been conditioned to believe so by his regular counselor.

With the proper direction given by the College Awareness counselors, the student is now enrolled at City College and is embarked in a course to become an electrical engineer.

Loans and scholarship information are another duty performed by the student counselors. It must be remembered, however, the College Awareness Program does not provide loans or scholarships; it provides only information on how to obtain them. Though the program does not issue loans or scholarships, it has a special program which is being utilized to help students go to college.

This particular program is called Team 40. The Team consists of 40 students who are being sponsored by the Awareness Program through college. These students are ones who would not ordinarily have gone to college without the help of College Awareness. In Team 40, the College Awareness Program provides student counseling, professional counseling, financial aid, and tutorial aid.

Team 40 has been so successful that the Awareness Program will be expanding the program to encompass 200 students this coming fall. Team 200 would entitle the students to the same aids, but the only requirement set on students on these two programs is that they maintain a 2.0 grade point average or better.

In helping students to obtain entrance into colleges with scholarships, a case should be cited.

A student with a poor background wanted to attend either Yale University or Stanford to obtain a degree in law. His high school counselor had previously informed him that because of his family's lack of financial ability, and the student's lack of intellectual ability, there was no possibility that he could go to either of the two colleges.

With the help of the College Awareness Program, the student counselors were able to admit the student to Yale for the fall semester of 1970. Also included on his enrollment was a yearly \$3800 scholarship.

Being students has been an important asset to the activities of the program. Because the counselors are students, other students have been more willing to approach them with personal problems. Among the many personal problems brought forth have been problems of drug abuse, information on food stamps, health information for free medical services, unwanted pregnancies, and information on the Peace Corp and Vista.

In each of these cases, if the student counselors are unable to handle the problems, they automatically refer the troubled student to professional help. With drug troubled students, they are referred to the Aquarian Effort and girls with unwanted pregnancies are referred to the Planned Parenthood Association, placed in homes for unwed mothers, or their ministers are notified.

Other times, the counselors just listen to personal problems of the students. Said Lydia Morales, student counselor: "Most of the time, the student's academic problems are linked to personal problems. We give suggestions but never tell them what to do. In some cases, some students find that by just talking to another student about their problems, they can solve their own problems."

The College Awareness Program at Sacramento City College has been in operation since fall of 1969, but its services to the students and to the community has been so immense that it is considered to be the "leading office of this type in California," said Louis Lopez, assistant supervisor.

The College Awareness Program at City College has been so successful that similar programs are being formed on the same format. Colleges throughout California and elsewhere have written to request information on the formation of the program at City College.

There have been so many accomplishments made by the program that Lopez said it was hard to distinguish which stood up above all others. But what is noteworthy for recognition is the recruitment of students who would not ordinarily have gone to college.





*"There is a lot to be gained  
from going out into the world . . .  
Not all can be learned from  
lectures."*



Photo by Andrew DeLucia

## Photography:

### *On-the-spot learning*

BY SUE DOGLIETTO

San Francisco and Sausalito, cities of intriguing shops and picturesque cities, provided a day of learning for Dick Fleming's Photography 41a and 41b classes. The group of twenty-five curious students embarked, via yellow school bus, into a world where they, their cameras, and their imaginations became the importance of the day.

Photography 41a and 41b are the advanced classes concentrating on improving their skills in the art of black and white prints and the value of color in photography. To these students photography is an art. During the course of this field trip day each student placed constant determination on studying subject matter and fulfilling the true meaning of what photography can do.

Once off the bus, the students were free to go where they wished, seeking out the best possible picture-taking scenes. Some photographers flowed in and out of shops, snapping pictures as they found them, while others wandered into the residential areas and foliated parks striving for shots on a more natural basis.

On this field trip, Mr. Fleming impressed on his students how they should experience an awareness through their cameras. As a man involved in the true meaning of photography, Mr. Fleming wishes to instill this quality into each of his students. In all on-the-spot learnings, students work hard to make every shot bring forth what they themselves feel and what they have learned about the instrument known as the "camera".

Photo by Larry Miyamura





Photo by Carson Ruggles



Photo by Andrew DeLucia





ECOLOGGY  
ECOLOGGY  
ECOLOGGY  
ECOLOGGY  
ECOLOGGY  
ECOLOGGY  
ECOLOGGY

*an old word  
with a new emphasis . . .*





Photo by Andrew DeLucia

## Story by Michael McDonnell

These are the days of new electric shock, of television involvement and electric radio concussion, and of modern day prophets heralding the coming of the age of aquarius. They are also the days of ominously growing black clouds and crowded smog-filled cities, of hungry, starving peoples and cold concrete societies.

It is out of this confusion, caused by exploding populations and the dynamic race of technological change, that many old and half-forgotten words are gaining new social prominence and impact. They are words like: **ECOLOGY**, pollution, environment, birth, cancer, population, smog, nature, sewage, and *man*. These words and the many others that are concerned with man and his environment are, in the light of their new interpretations and emphasis, the markers of man's increasing concern over the destruction of his environment and his place in nature's scheme of things. Also, they mark a shifting of priorities in the academic community, as students and faculty alike are rising their collective



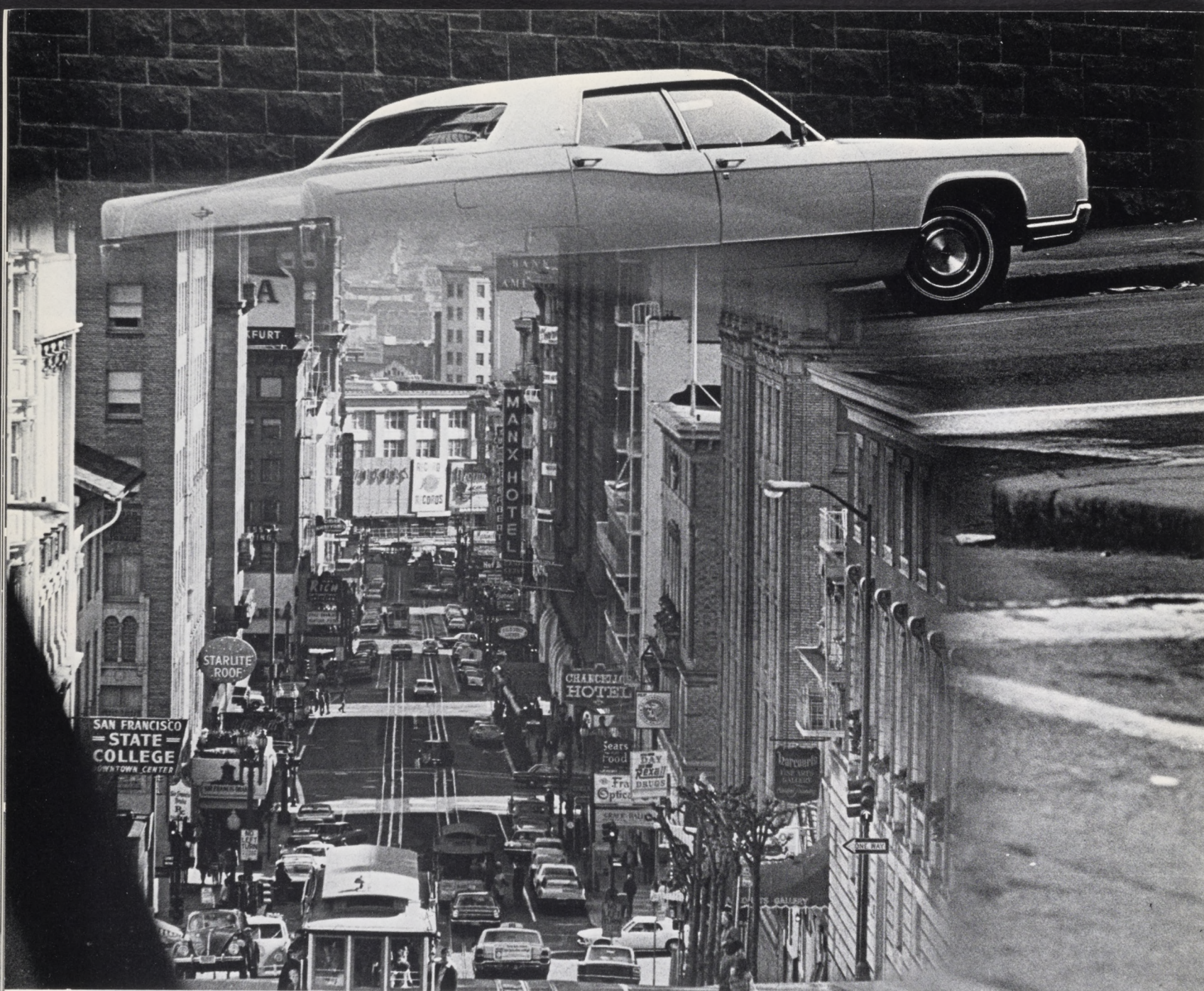


Photo by Larry Miyamura

voice in protest of man's continuous assault on his environment.

Emerging as the leaders of this movement at City College have been the students of the Active Conservation Tactics (ACT) organization. As Don James, the club's co-founder and past president, indicated, the organization was founded "to make people aware of environment and pollution and what will happen if pollution is not controlled."

During the fall semester, ACT's main concern was the destruction of the California coast line and the pollution of the Lake Tahoe Basin. Growing out of this concern was a campaign that was to be ACT's first major assault of things.

James attempted to illustrate the motivations of the students that became involved in the Point Reyes project by stating, "People will get involved when they see things they like, things that are beautiful, being destroyed." He further emphasized, "The students got involved with Point Reyes because it was beautiful and they wanted to save it."

To dramatize their feeling about Point Reyes, the students of ACT sponsored an on-campus phone-in. The purpose of this phone-in was to place a phone call to the President of the United States and voice their complaints about the destruction of Point Reyes and to appeal for federal aid in saving that area. Although

the students were never able to speak to the President, they did succeed, along with many other conservation-minded groups, in raising enough concern among the citizens of California to cause the federal government to take action and initiate a program designed to preserve the Point Reyes area in its natural state.

The fact that Don James was elected as this semester's Inter-Club Council (ICC) president is probably the best testimony as to the impact that the club had on campus politics and of its general acceptance among students. Although the club has been fairly successful in mobilizing students thus far, James felt that "there will be involvement, but not as



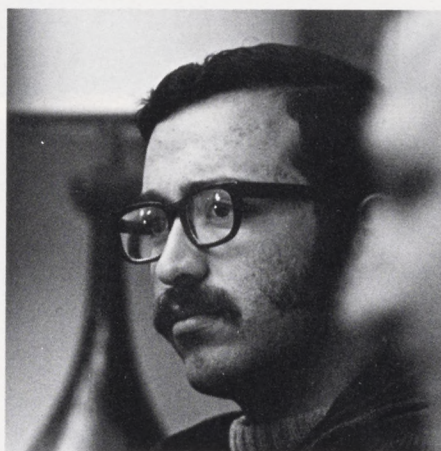
*"The biggest problem in  
pollution is man"*



Photos by Gary Fong

much as there should be." He emphasized that today's pollution problems are of monstrous proportions and immediate. "You can see that there are problems in pollution..." he explained. "You can look outside and see that there is air."

"The biggest problem in pollution is man," claims Steve Ramirez, this semester's ACT president. Agreeing with James as to the immediacy of the pollution problem, Ramirez prefers to emphasize the major role man is playing in the destruction of his natural habitat. He explains that man's guilt arises from his almost total "apathy to his environment" and that "no other thing living causes the pollution — man causes it." This great human apathy towards



ecology has become the focal point of ACT's efforts to halt pollution. As Ramirez states it, the club is trying to "present different aspects of environment and ecology to all."

Among the many activities that ACT has participated in are the bike ride to the Capitol and the National Earth Day demonstrations. To emphasize the poisonous nature of the automobile and illustrate the effect of pollution on the air we breathe, the members of ACT, along with thousands of other Sacramento youths and concerned citizens, donned gas masks (those who could obtain them) and rode in a mass bicycle formation to the steps of the Capitol. The National Earth Day activities were also held to emphasize the damage that man is doing to his environment. On this campus, ACT sponsored an all-day teach-in in the Student Center. Besides speakers from among the ranks of the ACT organization, informative lectures were provided by various members of the biology department, from concerned and active citizens of the community and from State Assemblyman Edwin Z'berg, who delivered a long dissertation on the pitfalls and policies of state politics.

If the new student concern over the ecological balance of this earth seems to be too sudden, then one might better understand this sud-



they voice their fears and projections for the future, they find that their pleas are often falling on deaf ears. It seems that this new, pulsating electric society is breeding a new kind of apathy. Many of today's people have closed their minds to reality, they have withdrawn into a shell, a television induced stupor. Mr. Lenn of the Biology department expressed the feeling of many instructors when he stated, "People will not change their way of life until eminent destruction comes about." Ironically, he stated "People will not act about air pollution until it ruins their television reception."

Photo by Andrew DeLucia



Photo by Andrew DeLucia



Photo by Gary Fong





Photo by Larry Miyamura



Photo by Andrew DeLucia

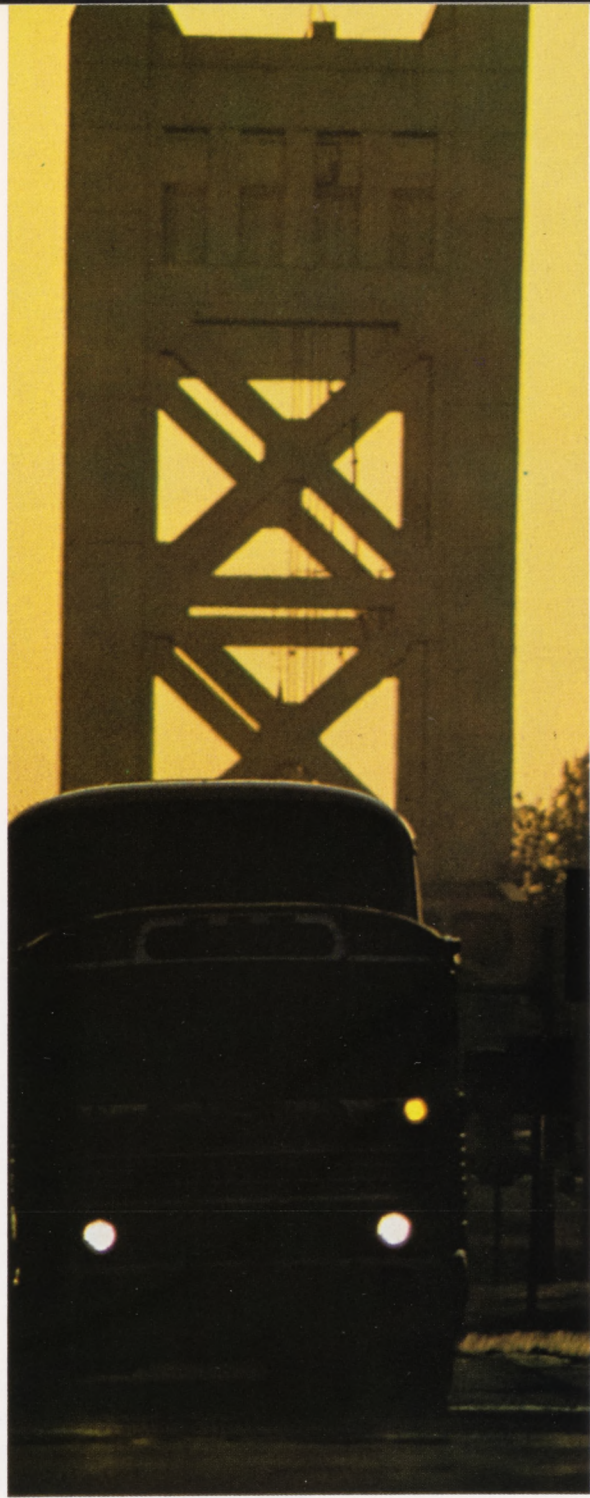
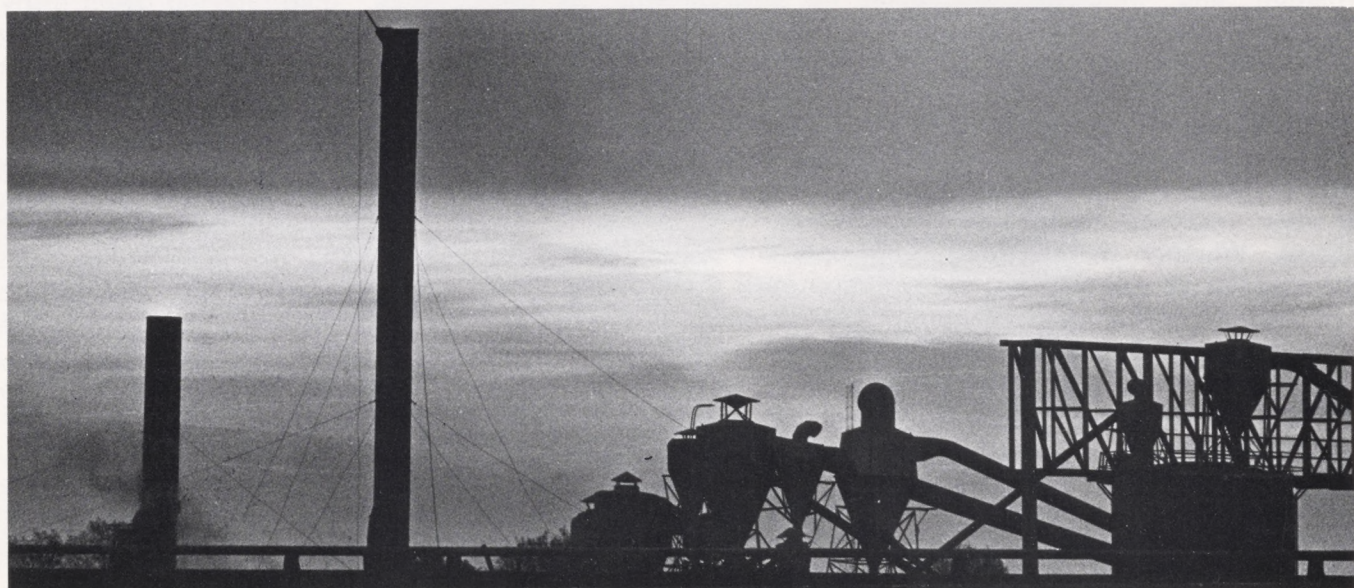


Photo by Gary Fong





*"They are angry men . . .*

den awareness by realizing the source of much of the information and the influences being brought to bear. The majority of this information and influence is coming from the classroom. It seems that today there are increasing numbers of biologists, geologists and chemists who are expressing their concern over the balance of nature, rather than trying to create new methods to cause imbalances. Whether these men are the apostles of the new religion of ecology or the banchies proclaiming man's doom, it is these men who are preaching a new style of environmental awareness and understanding. They are providing the impetus for the new student movement.

Whether involved directly or indirectly with the movement of

students against pollution, the instructors are the main motivation, for they are the ones teaching the reality of man's effect upon his environment. On this campus, the halls echo with names like Kwolek, Gravitz, Rosales, Palmer, Scandone, Lenn. Haro, and Coleman among other names of instructors who are attempting

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**"People will not act about air pollution until it ruins their television reception."**

---

to give the students a clear and undistorted view of the travesty man has and is committing upon his environment.

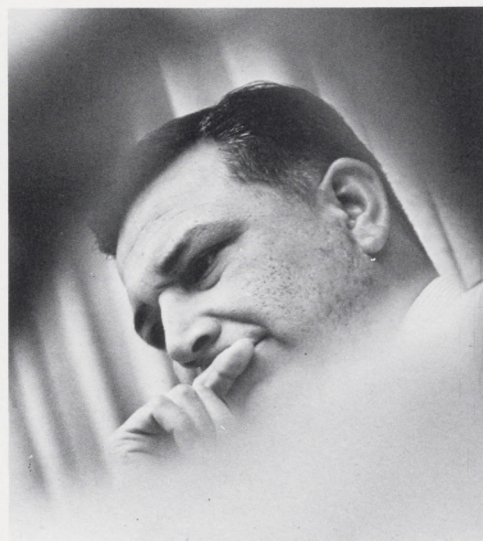
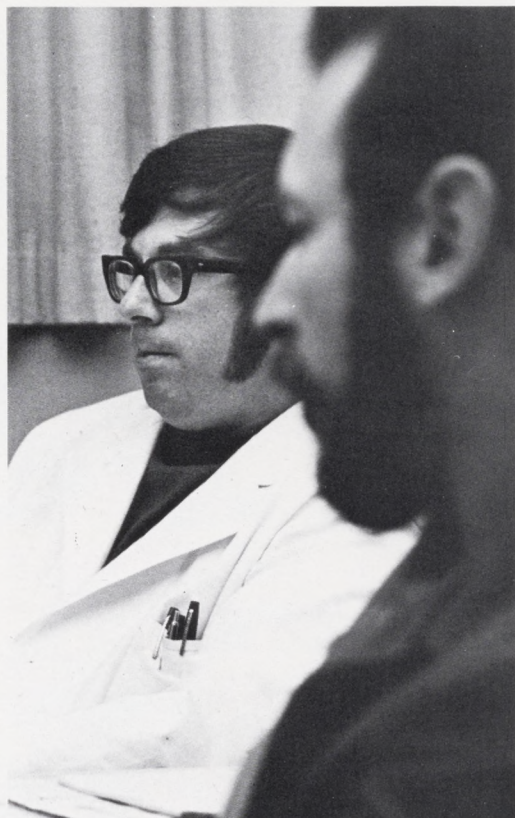
They are angry men, they are disillusioned men, and they are

ever-increasingly becoming desperate men. Men like Al Gravitz, who claims that today's major problem is "people pollution." He emphasized "there are too damn many people ruining the air and ruining the land. Today, it would take a mass of money to cure the problem, and there is no money, so something else must be done." He stressed the problems involved in feeding the skyrocketing population. "At the present rate," he revealed, "by the year 1984 the United States will have run out of food surplus." He continued, "Approximately one half of the children in the world are unplanned, and yet abortions are illegal. If a woman does not want to be pregnant, why should she?"

These instructors are not at all optimistic about the future. As



*... they are becoming desperate men"*





*Once a man was at peace,  
amidst nature's eternal strife.  
Then war, with man casting  
nature's soft earth into  
cold stone molds.*



Photo by Andrew DeLucia





Photo by Larry Miyamura

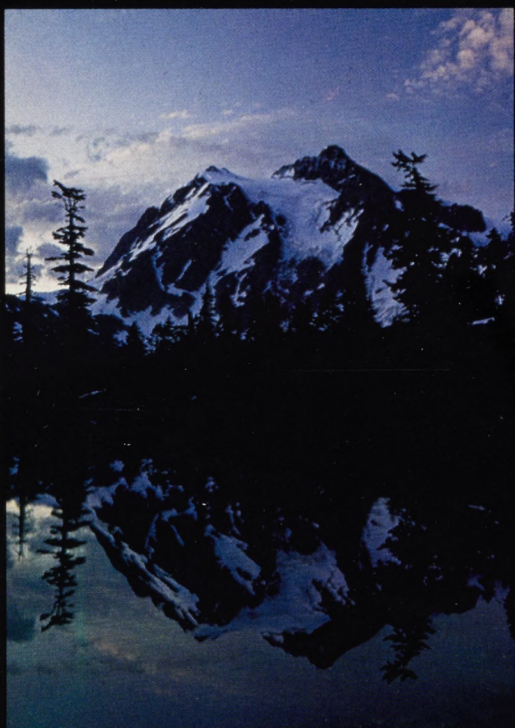


Photo by Andrew DeLucia





Photo by Andrew DeLucia

*Man drinks heavily from  
nature's sweet wine,  
and thinks little of  
life's next traveller.*



Photo by Andrew DeLucia



Photo by Gary Fong







Photos by Andrew DeLucia



"Still nature blooms where she can,  
offering the warmth of her bosom to all,  
with only man excluded."





*And man lives on, nature poor,  
amidst his own spillage ...*

Photo by Andrew DeLucia

Photo by Larry Miyamura







Photo by Larry Miyamura

*... seeking a village  
where the morning's clean  
air might still survive.*



*Few men still pause to listen,  
for the rhythm of nature's  
throbbing heart. To swim in  
silent wonder, amongst nature's  
cool moon shadows.*

Photo by Andrew DeLucia



Photo by Andrew DeLucia





Photo by Larry Miyamura



# MARRIED

... and in  
college



Story  
by Mike  
McDonnell

Photo  
essay by  
A. DeLucia

Loving, living, and learning are sometimes very difficult to mix. But it seems that Walter Ray Saunders and his wife, JoAnne, have found a way to make it work.

Young married students today face a myriad of problems, not the least of which is the financial responsibilities of maintaining a home and providing for their education. Walt and JoAnne somehow manage to maintain a home and attend school full-time on \$155 a month. As JoAnne describes, "It's not much, but we manage." She explains "We fell into our particular situation through the school employment office. We got a live-in babysitting job. I work four mornings a week, which takes care of our rent, and go to school in the afternoons and evenings. Walt goes to school full-time."

JoAnne explained why Walt does not work. "A lot of people ask him why he doesn't work. Well, school for him is a full-time job, especially with all the activities he's involved in. He just doesn't have time for a job."

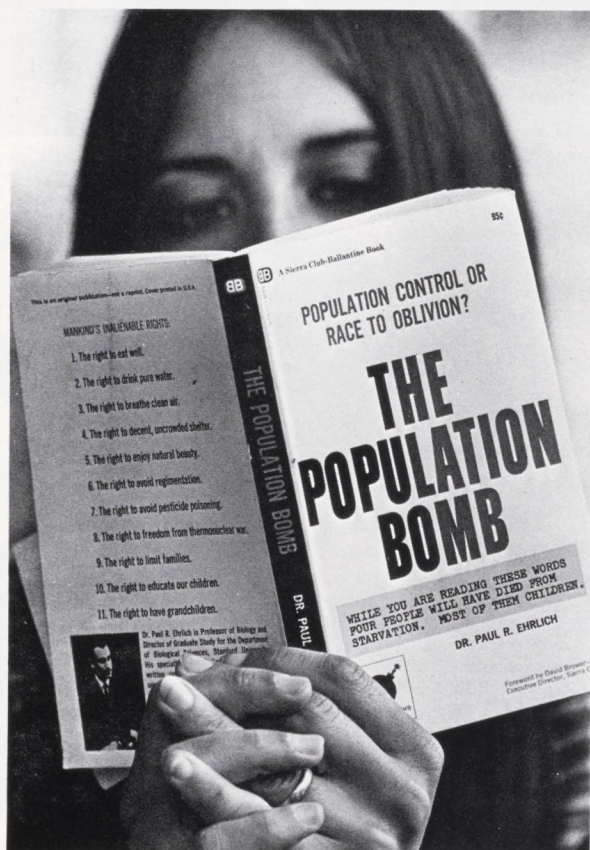
They have a very unique mode of transportation, they travel to and from school in a 1948 Divco milktruck. "It's very reliable," Walt points out, "and a very slow means of transportation." But they feel the trucks good points have outweighed the bad. Walt said, "For one thing, by driving slower you have a chance to look at nature. Also, we enjoy picking up hitch-hikers because they have turned us

on to so many unique ideas." He described the atmosphere of the truck as being a relaxed place where people could communicate. "The truck is big enough to stretch out and relax and with this atmosphere people can open up. It helps them to communicate and communication for us is the name of the game. A lot of times, the people we've met have been more worthwhile than our destination."

The low budget life isn't always easy for them, as JoAnne indicates. "Of course we would like to have more money. We would be fools if we didn't." They live in a small two-room duplex and sometimes it gets a little crowded. "The only problem," she ponders, "with this kind of living accommodation is that we don't have a room to do our own thing." She explains, "A person needs to have his own room to be alone, to have his privacy and to be creative if he wishes. Even though we are together a lot, we still need our individual times alone to express our own aspirations."

Although life can, at times, be very difficult, Walt and JoAnne have found that it can be very rewarding. "We have so much fun sharing the small things," JoAnne illustrates, "like making things for our home or for the truck. Like making candles or trying to tie dye. With a limited income, you have to set priorities, what is most





*"When we feel a need  
we will consider children"*





*"It's very reliable  
and a very slow means of  
transportation"*







important. Living on a budget can change your whole way of thinking. I know, it's changed mine."

JoAnne and Walt feel that their style of living is representative of the changing attitude of married students, an attitude which allows both the husband and the wife to go to school. As JoAnne argues, "So many couples find it necessary for the wife to put her husband through school only to lose him when he does finish because they have grown so far apart and have lost all common grounds for communication." By attending school together, they feel that they are growing, their bonds becoming closer. "With both of us in school," JoAnne emphasizes, "we find our attitudes are constantly changing, neither one of us becoming stagnant."

Their life is different, but that difference is an important part of it. As Walt relates it, "So many of our friends are having babies, buying homes, and forming a permanent residence, which for them is fine. But we don't want to settle down and we don't want a house, because it will take away our mobility."

As firm believers in the philosophy expounded by Paul Erlich in his book, *The Population Bomb*, Walt and JoAnne have put off having children. Walt states, "We don't want to have a family yet. Financially, emotionally, and mentally we are not ready for a child. He jokes "Our family is our dog. He is a child without the responsibility of another human being." He explained their attitude toward a family saying, "We first need to form a mental security within ourselves before we will

*"Our family is our dog"*





be willing to pursue the other." They are not necessarily against having children. As Walt states it, "when we feel a need, we will consider children, but then not more than two. We might even adopt a child."

By keeping their lives free of the normal, established responsibilities, the Saunderses feel that they are keeping their relationship plastic, keeping it from becoming old. JoAnne says, "We try not to see each other during the day, but when we come home from school, we're like little children wanting to tell about our day." She explains, "People need someone to share their thoughts and experiences with. In this way, we have an 'affair' everyday at dinnertime. It has taken us awhile, but now we open-up and talk on almost everything. At first we held a lot inside, never completely disclosing our thoughts. Now, even though it hurts at times, we confide in one another. We're able to understand each other, and it brings us closer together."

In summing up their relationship together, they have chosen this quote from Antoine de Saint to their life's philosophy: "Love does not consist of gazing at each other, but in gazing outward together in the same direction."





*"Love does not consist of gazing at each other, but in gazing outward together in the same direction"*







Story by Roland Golden

Photos by Gary Fong

One of oldest sports

## *Students fence for P.E. units*

No, these are not the Queen's Muskateers; they're merely students in fencing class.

Fencing attracted scores of interested students this spring. It was last offered two years ago. Mr. Robert Lanza instructs the students in this traditional and honorable sport.

Although fencing is one of man's oldest arts, modern fencing had its beginning only after the Battle of Crecy in 1346, when the introduction of gunpowder led to the abandonment of heavy armor. Students learn to advance, thrust, retreat and parry in the course of the semester. No fancy stuff, such as jumping from the rafters or standing on tables, will be allowed, says instructor Lanza.

In Europe, skill at fencing became a necessity for self-defense against cutthroats. A careless expression could bring speedy and instant death. Dueling became so common during the 16th century that almost any pretext would bring on an encounter. In the U.S., particularly in New Orleans, dueling was also fashionable and retained its popularity through the first half of the 19th century.

Protective masks and vests are worn to cut down the risk of accidents. Gloves are worn to protect the hand, not to make a challenge.















# **Night People:** **They crowd the campus** **and extend the day**

Story by Michael McDonnell  
Photos by Gary Fong

As the sun's last lingering rays give way to the invading shadow fingers of darkness, City College undergoes a strange metamorphosis. It is a change to night, with the sun's bright day eclipsed by a starry blanket of blackness and with electric light exploding through the halls and classrooms, making beacons of windows and extending the day into the darkness.

This extended day, this nighttime City College, is the one known by the 4,180 students who migrate to these academic halls nightly in search of knowledge. As Dr. Herbert Blossom, assistant dean of special services, points out, "It is the attitude of these nighttime students that causes the most complete change to the atmosphere on campus."

Comprised mainly of young adults who work full daytime jobs as well as carrying an average of three to six units per semester, the







extended day classes reflect an atmosphere of serious study and adult conduct that is not as prevalent during regular day classes. Dr. Blossom has attributed this change of atmosphere to the fact that most nighttime students, approximately 75 per cent of whom are over 21 years of age, are "more mature and are very highly motivated." Thus, most of the extended day curriculum has been geared to the adult community.

Since 1963, when the extended day program had an enrollment of only 1,593 registered students, it has almost tripled in attendance. An extensive and highly diversified program is now offered, including classes ranging from English X to a class of auto mechanics for women. Besides the regular credit courses, there are 23 non-credit courses offered for students interested in general self-improve-

ment.

City College also offers 12 off campus night classes at various locations throughout the community. These classes, which are an attempt to make education more readily accessible to a larger number of citizens, are being held nightly at the Afro-American School of Thought in Oak Park, at Mather Air Force Base, at Washington High School, and at Emerson Junior High School.

The extended day program is numbered not only by instructors from its own faculty at City College, but it also includes educators from throughout the area high schools, business schools, and professional schools. It is these instructors who are probably the most important ingredient in transforming these sleeping halls from darkened waste into an active educational service for the community.







## Night People

Night college offers everything from A to Z including auto mechanics for women. The hallways after dark are somewhat eerie but a peek in any window shows classrooms are crowded.











Photo by Michael McDonnell

Though over 50 years of age, the City College campus completed Operation Face Lift this spring, giving students a new environment in some campus areas.

Three new structures were virtually finished as classes came to a close. All are expected to be ready for occupancy next fall.

Along the new-look buildings is a Little Theatre which will seat 200 for campus dramatic productions. The structure will feature flexible staging and close-in seating for a more involved atmosphere. Also included are costume and scene shops, dressing rooms and a rehearsal area.

Vocational education gets a boost with the completion of the Business and Learning Center, a two-story structure which is attached to the women's gymnasium and the Student Center which were completed in the fall. The first floor will feature an audio-visual classroom and lab, a television studio, and a display window for merchandising students. Classrooms and offices will be located on the second floor.

The third new building to be completed this spring will be the home of cosmetology and graphic arts.

# 1 Theatre



Photo by Gary Fong

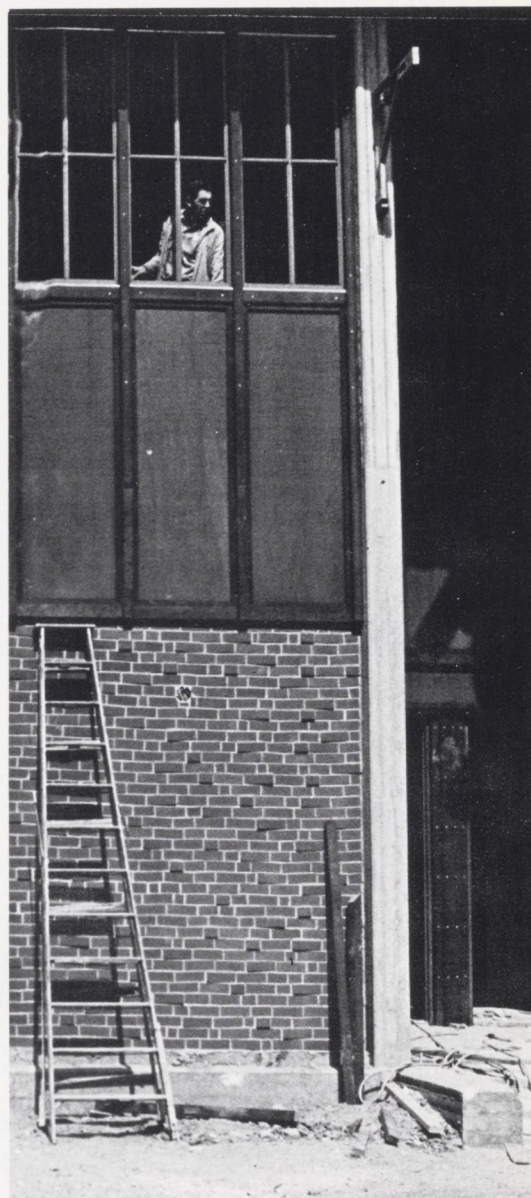


Photo by Gary Fong



Photo by Andrew DeLucia



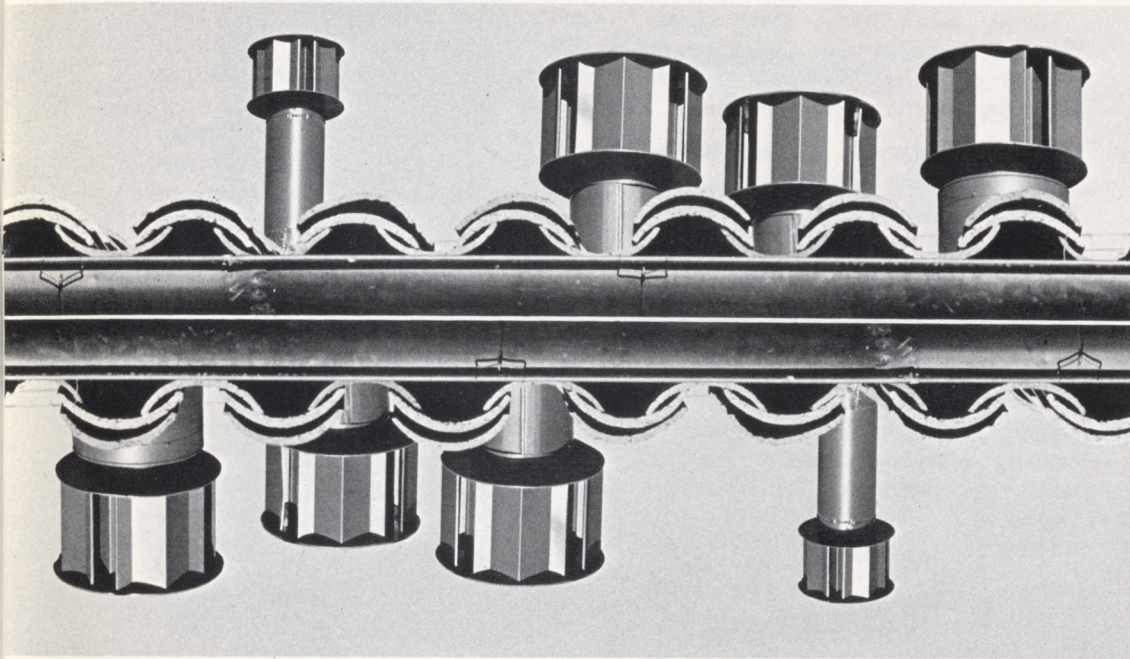


Photo by Andrew DeLucia

New face for an old campus

Photo by Gary Fong

## 3 structures near completion

- ← **2 Business and Learning Center**
- 3 Cosmetology Graphic Arts** ↓



Photo by Gary Fong





# Spring sports hero is an individual

Body against body. Mind against mind. Self against self. Spring brings with it an entirely different type of athletic competitor — the individual.

Spectators are at a minimum during the spring sports campaigns. The performers do their act for sparse crowds and the sheer joy of winning or doing their best. Satisfaction comes from the opponent or a teammate.

Hours of training turn into weeks of training. Weeks turn into months and, for some ex-Little Leaguers, the training session has gone on for years. The total training session is a part of the past when the performing individual at-

tempts to hit the pitcher's curve ball, to serve that ace, or to run that track in an improved time in a race against the stop watch.

At a time when athletics has taken back seat to other activities on college campuses, the individual still turns out in the spring. He turns out to train himself, to endure the pains and pressures, to win, lose or draw, to give of himself in effort.

Among the individuals who performed well for the Sacramento City College teams this spring was Bob Reynolds, a top-notch tennis player. Coach Robert Lanza called Reynolds "the best ever at City College."



Photo by Gary Fong

*In the team sport of baseball it's the individuals who contribute ability*



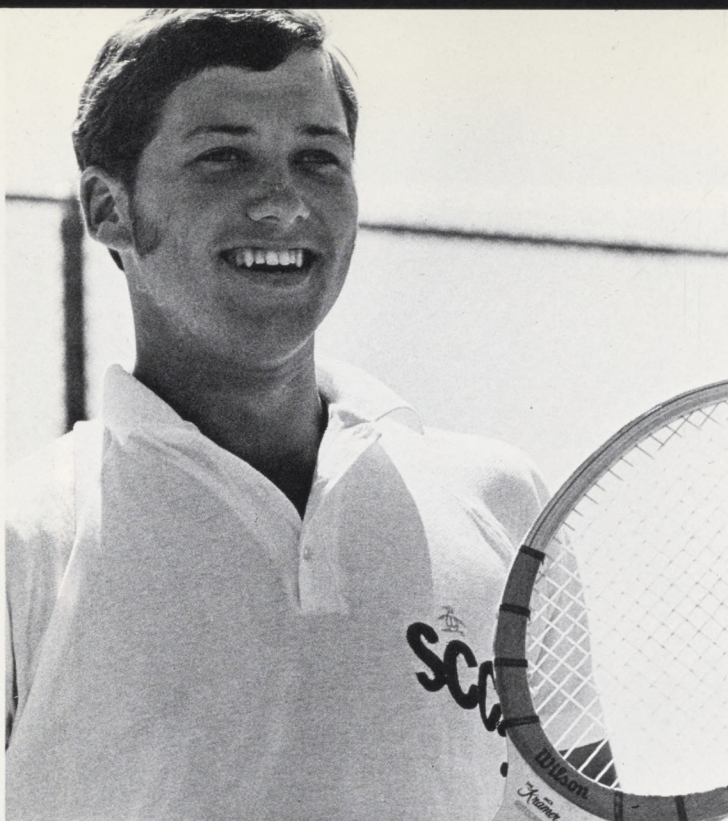


Photo by Ron Edmonds

## Tennis star Bob Reynolds



Photo by Ron Edmonds



Photo by Andrew DeLucia


## Hurdler Bill Carr





Photo by Andrew DeLucia





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